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ABSTRACT

The findings of this study support the position that well designed and implemented concept lessons are more effective in facilitating concept acquisition and retention than the conventional means of teaching concepts presented in social studies textbooks. Participating in the study were 147 students randomly assigned to a two-day treatment condition within six ninth-grade world history classes. The treatment consisted of four teaching strategies and a control group. Results showed that all four teaching strategies were more effective in presenting concepts to students than the exposure to concepts that students received by only reading their textbook. The strategy that was most effective by far was the one that emphasized prototype formation by focusing on a clear case of the concept being taught and elaborating on that clear case by contrasting it with newly encountered examples. It was also found that more capable readers scored higher than less capable readers, and that males scored higher than females. (RM)

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EFFECTIVENESS OF FOUR CONCEPT TEACHING STRATEGIES ON SOCIAL STUDIES CONCEPT ACQUISITION AND RETENTION

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Abstract

A study in which the effectiveness of four concept teaching strategies, designed to facilitate concept formation, were compared. Students (147) were randomly assigned to a two day treatment condition within six ninth-grade world history classes. Posttest and retention test scores were obtained. Two 5 x 2 x 2 ANOVAs (five treatment conditions-including a control group, two reading ability groups, and two sexes) on the data resulted in significant main and interaction effects. Results showed the following: (a) the strategy that emphasized prototype formation by focusing on a clear case and elaborated upon that clear case by contrasting it with newly encountered examples was the most effective strategy for both acquisition and retention; (b) more capable readers scored higher than less capable readers on each test; and (c) males scored higher than females on each test.

Concept acquisition and retention continues to be an integral factor in social studies instruction (History-Social Science Framework Committee, 1981) as educators frequently advocate the teaching of "structures," "inquiry," and "concepts" (Hertzberg, 1981). Although social studies educators often disagree as to what constitutes a concept (see Bonstingl, 1980; Martorella, 1972; McKinney, Larkins, Ford, & Davis, 1983; Senesh, 1966), there seems to be little disagreement that there is a plentiful supply of concepts in the field. Educators are challenged not only with defining social studies concepts but with developing effective instructional means of conveying these concepts to students.

Merrill and Tennyson (1977) have presented a useful definition of the term "concept" that can be used in instruction. They have defined it as a set of specific objects, symbols, or events that all share the same essential characteristics (critical attributes). Such a set can be referred to by a particular name or symbol. Accepting this definition of a concept, concept learning is defined as the classification of an instance (a general term that refers to both members and nonmembers of a concept set) as either an example (an instance that is a member of a concept set) or as a nonexample (an instance that is not a member of a concept set). In other words, students are taught the name of a concept, and how to determine whether newly encountered objects, symbols, or events are or are not examples of that concept.

While several concept teaching strategies have been developed for use in the classroom (Bruner, Goodnow, & Austin, 1956; Gagne, 1965; Joyce & Weil, 1980; Klausmeier, Ghatala, & Frayer, 1974; Martorella, Jensen, Kean, Voelker, 1972; Merrill & Tennyson, 1977; Tennyson & Park, 1980; Weil & Murphy, 1982), it is unclear which teaching strategy is most effective for conveying social studies concepts. Based upon the most recent empirical studies of concept teaching strategies (Tennyson & Park, 1980; Park, 1984), two theoretical positions have been developed that attempt to explain what a student must do to learn a concept effectively. From these two positions, teaching strategies have been developed to teach concepts to students.

The first theoretical position is presented in a review of instructional design research literature by Tennyson and Park (1980). This position contends that students learn a concept by memorizing a list of critical attributes that are provided by a source (e.g., teacher or textbook) rather than by students themselves, by inferring a set of rules that explain the various relationships among critical attributes, and by practicing the classification of instances as either examples or nonexamples (see McKinney et al., 1983; Tennyson & Park, 1980; Tennyson, Steve, & Boutwell, 1975).

The second theoretical position has been presented in a review of experiments on concept formation by Millward (1980).

This position contends that students learn a concept by forming a prototype in their memory through focusing on a clear example (best example) that is provided by both external sources (e.g., teacher or textbook) and internal sources (i.e., idiosyncratically organized information that is associated with a learner's cognitive structure), and by practicing the classification of instances as either examples or nonexamples (Millward, 1980; Park, 1984; Tennyson, Chao, & Youngers, 1981; Tennyson, Youngers, & Suebsonthi, 1983).

The purpose of this study was to compare the effectiveness of concept teaching strategies that focus on an organized list of critical attributes with concept teaching strategies that stress best examples. This study was designed to compare both the presentation of critical attributes or best examples and the means by which the critical attributes or best examples are stressed. That is, this study compared the effectiveness of different types of instances (examples and/or nonexamples) that stress a concept's critical attibutes or best examples in concept lessons.

Based upon previous research findings (Dunn, 1983; Park, 1984; Tennyson et al., 1981; Tennyson et al., 1983), it was hypothesized that concept teaching strategies that stress an organized list of critical attributes would be more effective than concept teaching strategies that stress best examples for

concept acquisition. It was also hypothesized that concept teaching strategies that stress best examples would be more effective than concept teaching strategies that stress an organized list of critical attributes for concept retention.

Also previous research findings (Klausmeier et al., 1974; Merrill & Tennyson, 1977; Tennyson & Park, 1980) have led to the hypothsis that concept teaching strategies presenting examples only (as a means of stressing either a concept's critical attributes or a concept's best examples) would be more effective than concept teaching strategies presenting both examples and nonexamples (as a means of stressing either a concept's critical attributes or a concept's best example).

Lastly, based upon the well documented relationship between a student's reading ability and academic achievement (Dallmann, Rouch, Char, & DeBoer, 1978; Singer & Donlan, 1980), and based upon previous concept learning and the possible effect of sex on concept acquisition (McKinney, et al., 1983), it was hypothesized that a student's reading ability, and perhaps sex, would influence the effectiveness of the concept teaching strategies.

METHOD

Subjects

There were 190 ninth-grade students (93 females and 97 males), having an approximate chronological age of 14.5 years,

who participated in this experimental study. Of the 190 students, only 147 students' (74 females and 73 males) data were used for the analyses because 43 students (22.63%) did not attend school each day of this experimental study. Students were enrolled in one of six ninth-grade world history classes at an unban-sprawl, lower-middle class California junior high school (grades seven through nine). Two of these classes were classified as "honors" classes (Gifted and Talented Education), and four of these classes were classified as "normal" classes (heterogeneous). Within each of the six world history classes, each student was randomly assigned either to participate in one of the treatment groups or to participate in a control group for the entire period of this study. Reading score data from the Comprehensive Tests of Basic Skills (Level H, Form U, 1981) reading test were used for a standardized measurement of their reading ability. Students (72) who had a national percentile score below 60 were, for the purpose of this study, classified as low reading ability students, while students (75) who had a national percentile score at or above 60 were classified as high reading ability students. The 60th percentile was used as the separation score between the two reading groups because that was the mean score for the students in this study.

TREATMENT

The treatment consisted of four concept teaching strategies and a control group. The four concept teaching strategies presented four social studies concepts through self-instructional booklets written by the author. The treatment occurred for two consecutive days for 20 minutes per day. The four concepts were (1) Direct Democracy, (2) Indirect Democracy, (3) Oligarchy, and (4) Dictatorship. They were selected from an introduction to the social studies textbook (Bonstingl, 1980) which is often used in 10th grade social studies classes in the area where this study was conducted. The concepts of direct democracy and indirect democracy were presented on the first day of the treatment period, and the concepts of oligarachy and dictatorship were presented on the second day of the treatment period.

Each of the four concept teaching strategies presented lessons in five steps. Table 1 summarizes these five steps for each strategy. Step one and step two were identical for each strategy. Step 1 was composed of a brief introduction to that day's lesson and included a general explanation as to how the self-instructional booklets were to be used. Step two was the presentation of two concept definitions. Definitions for direct democracy and indirect democracy were given in the first day's lessons, and definitions for oligarachy and dictatorship were given in the second day's lessons. Appendix 1 includes

introductions and definitions used in all the lessons.

Insert Table 1 about here

The last three steps for each strategy differed one another. Step three was the presentation of either an explanation of each concept's critical attributes (see Appendix 2) or the presentation of a best example of each concept (see Appendix 3). Strategy One and Strategy Three received an Explanation Sheet that stressed the critical attributes of direct democracy and indirect democracy (on the first day), and an Explanation Sheet that stressed the critical attributes of oligarachy and dictatorship (on the second day). Strategy Two and Strategy Four received a Best Examples Sheet that stressed the best examples of direct democracy and indirect democracy (on the first day), and a best examples sheet that stressed the best examples of oligarachy and dictatorship (on the second day).

Step four was the presentation of either examples only or examples and nonexamples of each concept. Strategy One and Strategy Two provided only examples of each concept as a means of stressing either the critical attributes of each concept (Strategy One) or as a means of stressing the best examples of each concept (Strategy Two). Sixty-four examples (16 examples of each of the four concepts) were grouped into eight rational sets (four rational sets per day for two days). Each rational set

presented two concepts. Examples within a rational set were matched according to similar variable attributes (characteristics shared by some, but not all, members of a concept set). Rational sets that contained examples only presented eight examples of one concept, then eight examples of a second concept. Strategy One and Strategy Two students read eight examples of direct democracy followed by eight examples of indirect democracy (on the first day), then they read eight examples of oligarachy followed by eight examples of dictatorship (on the second day).

Strategy Three and Strategy Four provided both examples and nonexamples of each concept as a means of either stressing the critical attributes of each concept (Strategy Three) or as a means of stressing the best example of each concept (Strategy Four). In this study the examples of one concept were used as nonexamples of a second concept. Consequently, rational sets that contained examples and nonexamples used the same 64 instances as the rational sets that contained examples only, except that the 64 examples were identified as either examples or nonexamples, and they were sequenced differently. Within each rational set, four examples of each concept were identified as examples, while four examples of each concept were identified as nonexamples. That is, by alternating examples and nonexamples, one concept had four of its examples identified as examples and four of its examples identified as nonexamples. Strategy Three

and Strategy Four students read four examples of direct democracy alternating with four examples of indirect democracy that were identified as nonexamples of direct democracy. This presentation was immediately followed by four examples of indirect democracy alternating with four examples of direct democracy that were identified as nonexamples of indirect democracy.

All 64 examples were presented in short paragraph form. They were selected from social studies textbooks (Bonstingl, 1980; Paxton, 1984; Wallbank, Schrier, Maier-Weaver, & Gutierrez, 1977), and referred to existing or previously existing governments. At the end of each example, there were instructions for students to compare that example with either the critical attributes on the Explanation Sheet (Strategy One and Strategy Three) or with the best example on their Best Examples Sheet (Strategy Two and Strategy Four).

Step five was the presentation of a practice test. The practice section required students to classify eight newly encountered instances. Students classified each instance as either as an example of one concept (e.g., Direct Democracy) or as an example of a second concept (e.g., Indirect Democracy). Upon completion of the practice test, students were provided with the correct answers to the practice test. They were instructed to correct their practice test and to consider why each answer they gave was correct or incorrect based upon their Explanation Sheet (Strategy One and Strategy Three) or their Best Examples Sheet (Strategy Two and Strategy Four).

Instrument

The instrument used in this study was a 54 item test. It was administered three times: first as a pretest, second as a posttest, and third as a retention test. The test consisted of multiple choice items that all had the same five alternative answers for each question. These items contained 54 examples of governments (10 direct democracy, 14 indirect democracy, 12 oligarachy, 13 dictatorship, and 5 "none of the above") that do exist or that have previously existed. Test items were not included in the instructional booklets. Even though the students were randomly assigned either to one of the four treatment groups or to the control group, the pretest was used to verify the equality of group means. Both the posttest and the retention test were used to assess the learning achievement of students resulting from the lessons. Students responded to all 54 pretest items on the same day (i.e., on one day during their regularly scheduled class). Students responded to approximately half of the 54 items on each of two consecutive days (26 items on the first day and 28 items on the second day). The reason for this was that each treatment group received only two of the four concepts per day. Similarly to the pretest, students responded to all 54 retention test items on the same day.

The reliability and the validity of the test were examined. The reliability of the test was determined in two ways. One way

was to run a correlation between the posttest student scores and the retention test student score. The correlation between the posttest and the retention test was .85. The other way was to estimate the reliability of the test by using Cronbach's alpha. Using this method, the reliability was estimated at .81.

The validity of the test was determined in two ways. One way was to have three independent college graduates (one majored in biology, one majored in social science, and one majored in history) classified all the examples in the lessons and in the tests independently. All three classifiers agreed on the way the examples should be classified 93% of the time. Based upon the 7% disagreement, eight items were eliminated from the study prior to implementation. The second way was to examine the construct validity through the process of principal-components analysis. Analysis was conducted with each item of the test. It was assumed that the analysis would result in five factors explaining most of the variance, and that each of the factors would correspond to each concept-answer on the test. Analyses were conducted with three, four, five, and six factor loadings. The promax method of oblique rotation was used. The resulting scree plots of eigen values revealed that the majority of the 54 questions were loaded on five factors. The five loadings accounted for 95% of the cumulative variance. Analyses of the factor patterns revealed a consistent factor loading on each of the four concepts and on the "none of the above" alternatives on the test.

Procedure

This study took four school days (six 45 minute blocks of time per day) over a three week period. The first day (week one) was used to administer the pretest. Students who took the pretest were then randomized into either one of the treatment groups or the control group. The four teaching strategies were then randomly assigned to the four treatment groups. Precisely one week from the pretest, school days two and three (consecutive days of the second week) were used to have students read their lessons and to have students respond to the posttest. Students in each of the four treatment groups were asked to write down the exact time that they started their lesson and the exact time they completed their lesson for each of the two days. This time of lesson measurement included only the time it took each student to read and study the five steps of each lesson. It did not measure the time it took students to take the posttest. Students in the control group were instructed to read portions of their world history textbook (Wallbank et al., 1977) that considered the four concepts in this study. Of the 42 pages read by students in the control group for the two days, the four concepts of this study were specifically mentioned in only five paragraphs. Precisely one week after the first lesson (week three), the retention test was administered. At no time were students given information on the correctness of their responses on any of these tests.

RESULTS

An univariate test (ANOVA) was performed on the time students used in each treatment group and in the control group to read and study their lessons. The reason this was done was to verify that the time factor had been controlled among groups. No significant differences among the treatment time means were found. The resulting $F(4,143) = 0.27$ was nonsignificant at the .05 level. Means ranged from 19 to 20.5 minutes.

Another ANOVA was performed on the pretest scores. The reason this was done was to verify that there were no significant differences among the treatment groups prior to students reading and studying their concept lessons. No significant differences in treatment group means were found. The resulting $F(4,143) = 0.71$ was nonsignificant at the .05 level of significance.

Table 2 illustrates the means and standard deviations for both the posttest and retention test scores. All four treatment groups scored substantially higher on the posttest than the control group. Posttest means ranged from 35.33 (Strategy 2) to 28.96 (Strategy 3) for the four treatment groups. The posttest

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Insert Table 2 about here

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mean score for the control group was 20.27. While the four treatment groups scored lower on the retention test than on the posttest, all four treatment groups scored substantially higher

on the retention test than the control group. Retention test score means ranged from 30.23 (Strategy 2) to 25.32 (Strategy 3) for the four treatment groups. The retention test mean score for the control group held constant at 20.03.

A 5 x 2 x 2 (five groups, two reading levels, and two sexes) ANOVA was performed on the posttest data. As Table 3 illustrates, three significant main effects and one interaction effect were found. The main effect for differences among

Insert Table 3 about here

treatment means was significant: $F(4,127) = 13.17$, $p < .0001$. Treatment means for all posttest scores were as follows: (a) Strategy 2, $M = 35.33$; (b) Strategy 1, $M = 32.03$; (c) Strategy 4, $M = 31.10$; (d) Strategy 3, $M = 28.96$; and (e) the control group, $M = 20.27$. The main effect for the difference between the two reading abilities was significant: $F(1,127) = 115.83$, $p < .0001$. The high reading ability group ($M = 36.41$) scored higher on the posttest than the low reading ability group ($M = 22.51$). The main effect for the difference between females and males was also significant: $F(1,127) = 11.38$, $p < .001$. Males ($M = 32.48$) scored higher on the posttest than did females ($M = 26.77$). The interaction effect between treatment and sex was also significant: $F(4,127) = 2.71$, $p < .033$. Figure 1 illustrates this interaction effect.

Dunn's multiple comparison procedure for a-priori nonorthogonal contrasts resulted in three significant t values on the posttest. The t values that were significant were as follows: (1) a $t(127) = 7.81$, $p < .01$) resulted for all teaching strategies compared with the control group; (2) a $t(127) = 3.14$, $p < .05$) for teaching Strategy 2 (best examples and examples only) when compared to teaching Strategies 1, 3, and 4; and (3) a $t(127) = 2.83$, $p < .05$) resulted for teaching Strategies (1 and 2) with examples only when compared to teaching Strategies (3 and 4) with both examples and nonexamples. No other comparison differences between teaching strategies proved to be significant on the posttest.

A second 5 x 2 x 2 ANOVA was performed on the retention test data. As Table 4 illustrates, all three main effects were still found significant and a different interaction effect was found significant. The main effect for the differences among treatment

Insert Table 4 about here

means was significant: $F(4,127) = 3.99$, $p < .005$. Treatment means on all the retention test scores were as follows: (a) Strategy 2, $M = 30.23$; (b) Strategy 1, $M = 26.14$; (c) Strategy 4, $M = 25.32$; (d) Strategy 3, $M = 24.11$; and (e) the control group, $M = 20.03$. Treatment groups and control group remained in the same order on both times the test was administered (e.g., the

mean for Strategy 2 was the highest on both the posttest and the retention test). The main effect for the difference between the two reading ability groups remained significant: $F(1,127) = 110.39$, $p < .0001$. The high reading group ($M = 32.33$) still scored higher on the retention test than the low reading ability group ($M = 17.80$). The main effect for the difference between females and males also remained significant: $F(1,127) = 10.02$, $p < .002$. Males scored higher on the retention test ($M = 28.01$) than females ($M = 22.45$). The interaction effect among treatment, reading, and sex was significant also: $F(4,127) = 2.51$, $p < .05$. Figure 2 illustrates this interaction effect.

Use of Dunn's multiple comparison procedure for a-priori nonorthogonal contrast resulted in two significant t values. The t values that were significant were as follows: (1) a $t(127) = 3.95$, $p < .01$ resulted for all treatments when compared to the control group; and (2) a $t(127) = 3.12$, $p < .05$ resulted for teaching Strategy 2 (best examples and examples only) when compared to teaching Strategies 1, 3, and 4. For both acquisition and retention, Strategy 2 was the most effective teaching strategy used in this study. No other comparison differences were significant on the retention test.

DISCUSSION

The findings of this study support the position that well designed and implemented concept lessons, at least in ninth-grade

social studies classes, are more effective in facilitating concept acquisition and retention than the conventional means of concepts characteristically presented in social studies textbooks. All four concept teaching strategies were more effective in presenting concepts to students than the exposure to concepts that students received by only reading their textbook. It is recommended that social studies instructors identify specific concepts to be taught, then specifically design and implement concept lessons that employ the strategies used in this study. It would seem, however, most useful to use Strategy 2.

In accord with previous findings (Millward, 1980; Park, 1984; Tennyson et al., 1981; Tennyson et al., 1983), the results of this study support the theoretical position that concept learning is not just tantamount to a student memorizing a concept's critical attributes, but rather concept learning involves the formation of a prototype of a concept in a student's memory. In addition, the findings of this study also support the position that the most effective instructional means in concept acquisition and retention is the strategy (Strategy 2) that emphasizes prototype formation in a student's memory by focusing on a clear case of a concept (best example) and elaborating upon that clear case by contrasting it with newly encountered examples.

Why might this be strategy the most effective? It may be that students usually do not have enough time to accommodate a concept's list of criticl attributes into their existing schema; whereas, they do have enough time to assimilate a clear case of a concept into their existing schema when that clear case is contrasted with newly encountered examples. Since social studies educators often have numerous concepts to teach in a short time interval, then it would certainly seem productive to measure the effect of a concept teaching strategy that employed both a list of critical attributes in conjunction with a clear case of a concept by contrasting the critical attributes and the clear case with newly encountered examples.

Although the primary focus of this study was on the effectiveness of four concept teaching strategies, student reading ability and student sex were found to be influential. Differing from the results of a previous study (McKinney et al., 1983), the findings here revealed that students who are capable readers score higher than less capable readers. This result was expected since the strategies in this study involved extensive reading. The discrepancy between McKinney et al.'s (1983) study and this one is possibly related to the greater amount of reading done by students in this study.

What was unexpected were the effects of sex. Why did males score higher than females on both the posttest and the retention

test? There are two possible explanations. First, these findings may be related to the examples used to emphasize the four concepts, rather than to concept learning in general. Many of the examples in the instructional booklets presented governmental forms that featured military officials. It may be possible that the ninth-grade males who took part in this study were particularly interested in governmental forms featuring military officials. The reverse may be the case for ninth-grade females in this study. Second, it may be that males react to highly structured lessons differently from females. McKinney et al. (1983) hypothesized that females attend better to highly structured lessons than males do. If this is the case, then males would predictably score higher on the clear case lessons (as they did) than the females. Whether the higher scores by males are due to the examples used in the lessons of this study or due to the amount of structure involved within these lessons remains to be determined by further investigations.

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Table 1

Summary of the Four Concept Teaching Strategies

Step	Strategy			
	Strategy 1	Strategy 2	Strategy 3	Strategy 4
1	Introduction	Introduction	Introduction	Introduction
2	Definitions	Definitions	Definitions	Definitions
3	Critical Attributes Stressed	Best Example Stressed	Critical Attributes Stressed	Best Example Stressed
4	Examples Only	Examples Only	Examples and Nonexamples	Examples and Nonexamples
5	Practice Presentation that stressed Critical Attributes	Practice Presentation that stressed Best Example	Practice Presentation that stressed Critical Attributes	Practice Presentation that stressed Best Example

Table 2

Means and Standard Deviations for Treatment, Sex, and Reading Ability from the Posttest and the Retention Test

		Posttest		Retention Test	
Treatment	N	Means	SD	Means	SD
Strategy 1	29	32.03	9.72	26.14	10.75
Strategy 2	30	35.33	10.49	30.23	11.55
Strategy 3	28	28.96	11.73	24.11	11.65
Strategy 4	31	31.10	10.18	25.32	11.28
Control	29	20.27	10.45	20.03	10.08
Reading					
Low Ability	72	22.51	9.36	17.80	7.26
High Ability	75	36.41	8.10	32.33	9.28
Sex					
Males	73	32.48	11.55	28.01	10.94
Females	74	26.77	10.61	22.45	10.99

Table 3

Summary of the Posttest 5x2x2 Factorial ANOVA

Source	DF	SS	MS	F	P
Treatment	4	2916.57	729.14	13.17	.0001
Read	1	6412.74	6412.74	115.83	.0001
Sex	1	629.95	629.95	11.38	.001
Treatment x Read	4	99.91	24.98	.45	---
Treatment x Sex	4	599.82	149.96	2.71	.033
Read x Sex	1	21.05	21.05	.38	---
Treatment x Read x Sex	4	420.72	105.18	1.90	---
Error	127	7031.15	55.36		

Table 4

Summary of the Retention Test 5x2x2 Factorial ANOVA

Source	DF	SS	MS	F	P
Treatment	4	1058.35	264.59	3.99	.0044
Read	1	7312.74	7312.74	110.39	.0001
Sex	1	663.92	663.92	10.02	.0019
Treatment x Read	4	208.11	52.03	.79	---
Treatment x Sex	4	123.19	30.80	.46	---
Read x Sex	1	15.07	15.07	.23	---
Treatment x Read x Sex	4	664.96	166.24	2.51	.0451
Error	127	8412.83	66.24		

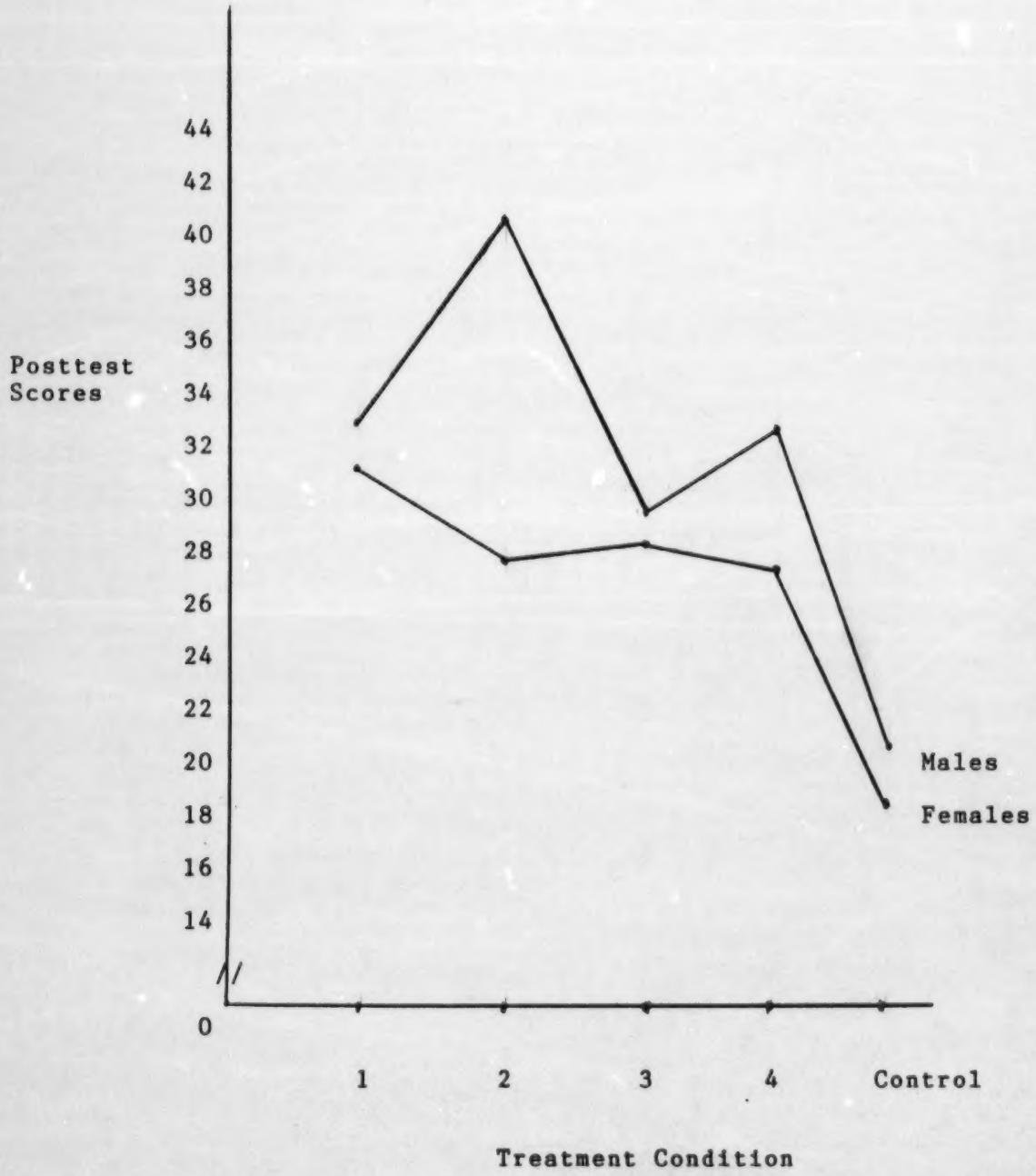

Figure 1. Treatment x Sex Interaction on the Posttest Scores by Treatment Condition.

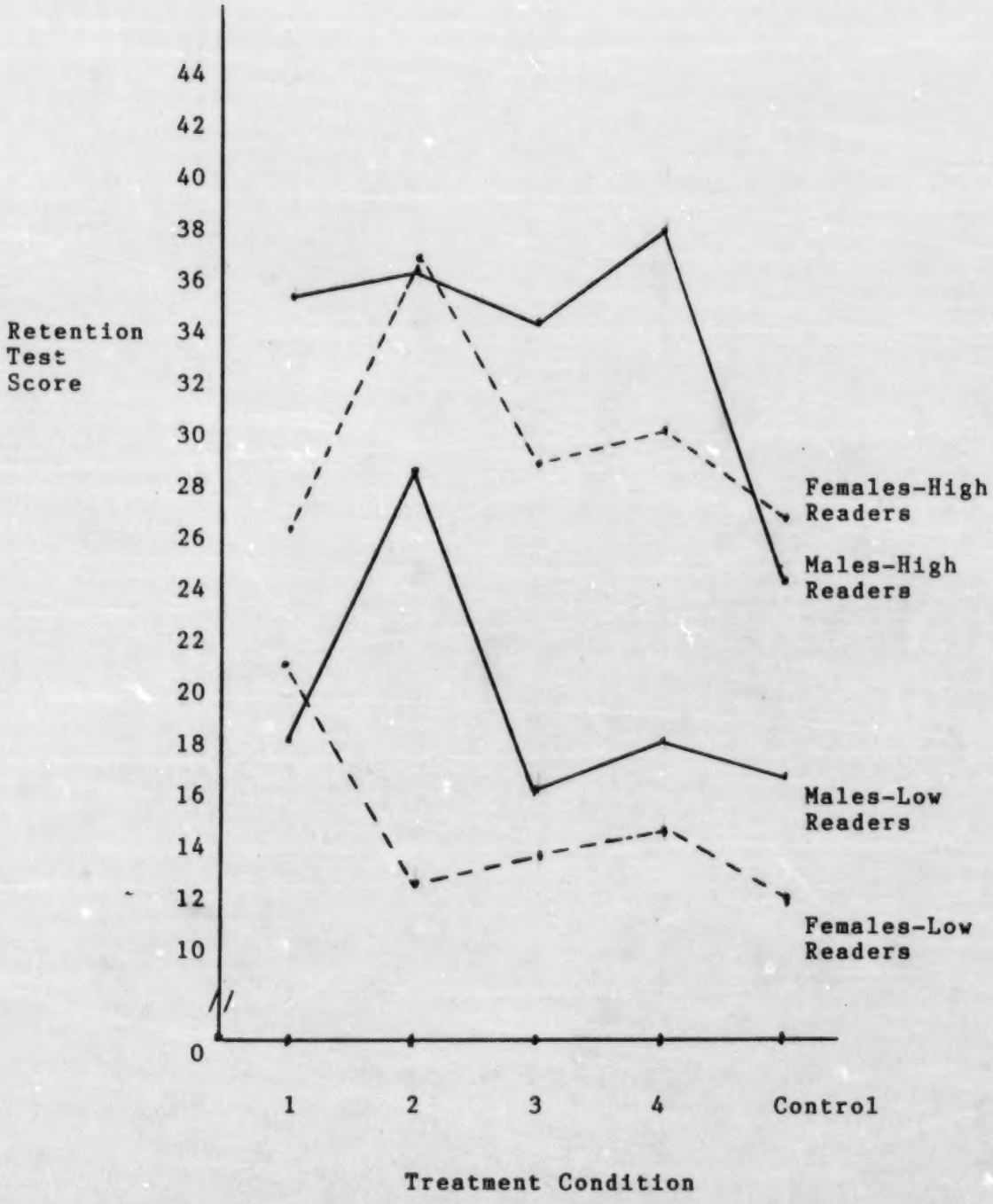

Figure 2. Treatment x Reading x Sex Interaction on the Retention Test by Treatment Condition.

Appendix 1

TWO CONCEPTS OF GOVERNMENT

The purpose of this lesson is to present you with two concepts of government. The two concepts are (1) direct democracy and (2) indirect democracy.

Your lesson today has three parts. the first part is for you to read the definition to each of the two concepts very carefully. The second part is for you to practice identifying examples of each concept. The third part is for you to take a test that requires you to identify examples of each concept.

DEFINITIONS

Please read and study each of the following definitions very carefully. Thank you!

1. **Definition of Direct Democracy:** A direct democracy is a form of government in which citizens of a community or country vote directly to make the laws that govern their community or country. This means that all the people decide what their laws will be without interference from anyone or anything.

2. **Definition of Indirect Democracy:** An indirect democracy is a form of government in which the citizens of a country elect representatives to manage the government and the citizens of that country have a great deal of influence over their elected representatives.

TWO CONCEPTS OF GOVERNMENT

The purpose of this lesson is to present you with two concepts of government. The two concepts are (1) oligarchy and (2) dictatorship.

Your lesson today has three parts. the first part is for you to read the definition to each of the two concepts very carefully. The second part is for you to practice identifying examples of each concept. The third part is for you to take a test that requires you to identify examples of each concept.

DEFINITIONS

Please read and study each of the following definitions very carefully. Thank you!

3. **Definition of Oligarchy:** An oligarchy is a form of government in which the government is run by a few powerful people, the government is not run by the consent of its citizens, and there are no effective constitutional limitations placed upon the few powerful people that do rule the government.

4. **Definition of Dictatorship:** A dictatorship is a form of government in which a person governs a country, that person has absolute power to do as they wish, and there are no effective constitutional limitations placed upon that person.

Appendix 2

EXPLANATION SHEET

AN EXPLANATION OF THE CONCEPTS

The following are explanations of two government concepts. Please remove this EXPLANATION SHEET from your folder and keep it in front of you. You can use it to study these two concepts and to answer the practice questions that will follow on the next pages. Please read the following very carefully.

DIRECT DEMOCRACY: A government is a direct democracy if it has all of the following:

(1) citizens of that community or country vote directly upon the issues and/or laws that can influence the way their government operates,
and
(2) citizen decisions will be put into action without any person or any group of people interfering with the will of the majority of citizens.

INDIRECT DEMOCRACY: A government is an indirect democracy if it has all of the following:

(1) citizens of a community or country elect representatives to represnt them,
and
(2) these elected representatives manage the government of that community or country,
and
(3) citizens of that community or country have a great deal of influence upon their elected representatives.

EXPLANATION SHEET

AN EXPLANATION OF THE CONCEPTS

The following are explanations of two government concepts. Please remove this EXPLANATION SHEET from your folder and keep it in front of you. You can use it to study these two concepts and to answer the practice questions that will follow on the next pages. Please read the following very carefully.

OLIGARCHY: A government is an oligarchy if it has all of the following:

(1) only a few powerful people (2 up to a few hundred) manage the government of a community or a country,

and

(2) citizens of that community or country have very little, if any at all, influence over what their rulers do in order to manage their government,

and

(3) there are no effective constitutional limitations placed upon the rulers' use of power.

DICTATORSHIP: A government is a dictatorship if it has all of the following:

(1) only one powerful person manages the government of a community or a country,

and

(2) citizens of that community or country have very little, if any at all, influence over what their ruler does in order to manage their government,

and

(3) there are no effective constitutional limitations placed upon the ruler's use of power.

Appendix 3

BEST EXAMPLES SHEET

BEST EXAMPLES OF EACH CONCEPT

The following are best examples of two government concepts. Please remove this BEST EXAMPLE SHEET from your folder and keep it in front of you. You can use it to study these two concepts and to answer the practice questions that will follow on the next pages. Please read the following very carefully.

BEST EXAMPLE OF DIRECT DEMOCRACY:

Let's say that we wanted to figure out whether your class would have homework next month or your class would not have homework next month. So, everyone in our class votes (including me). Even though I vote in favor of homework for next month, the majority of your class votes against having homework next month. As a result, your class does not have homework for next month.

BEST EXAMPLE OF INDIRECT DEMOCRACY:

Again, let's say that we wanted to figure out whether your class would have homework next month or your class would not have homework next month. This time, everyone in your row voted for one person from your row to represent you in our class government. Your elected representative is responsible to you for the way they vote. All class representatives and I voted to determine if your class would have homework next month or not. Although I voted in favor of homework next month, the majority of your elected representives voted against having homework next month. The result: no homework next month.

BEST EXAMPLES SHEET

BEST EXAMPLES OF EACH CONCEPT

The following are explanations of two government concepts. Please remove this EXPLANATION SHEET from your folder and keep it in front of you. You can use it to study these two concepts and to answer the practice questions that will follow on the next pages. Please read the following very carefully.

BEST EXAMPLE OF OLIGARACHY:

Let's say that a small group of students and I made up our class government. This small group of students numbers three. You did not elect these three students nor do they truly represent you. These three students and I will decide all matters concerning your class. The three students and I decide that your class will not have homework next month. The result: no homework for a month.

BEST EXAMPLE OF DICTATORSHIP:

Let's say that I wanted to figure out whether your class would have homework next month or would not have homework next month. I have absolute power to determine whether your class gets homework or not. You have no way of limiting my use of or abuse of giving homework. I alone vote for no homework for a month. The result: no homework for a month.